**Living Arts College**

3000 Wakefield Crossing Drive

Raleigh, NC 27614 (919) 488-8500

**Course Outline**

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| **Course Title:** | **Geography** |
| **Course Number:** | **SOC 200** |
| **Instructor Name:** | **Lucy B. Laffitte, PhD (lucy.laffitte@gmail.com)**  **919-745-7570** |
| **Date:** | **Jan 9, 2013** |
| **Course Length:** | **10 Weeks** |
| **Course Schedule:** | **Monday, Thursday 12:oo pm – 1:50 pm (Meets in Theater)**  **Learning Lab: Wed 2:00 Am – 3:50 am (room B111)** |

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|  |  | **Quarter** |  |
| **Unit of academic measurement** |  | 10 weeks |  |

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|  |  | **Total**  **Credit**  **Hours** | **Total**  **Contact**  **Hours** | **Total**  **Homework**  **Hours** |
|  |  | 4 | 40 | 80 |

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| **Course Description:** | This course provides the student with the principles, concepts, and content required to understand the cultural geography of the human endeavor. Students will follow the footsteps of humans as they migrate out of Africa, spread across the globe and become the dominant life form on earth. Social acquisition of food, water, labor, materials, technology, religion, governance, economics and empire will be examined. Homework assignments for this course may include additional reading and research in the planning and implementation of projects leading ultimately to the creation of a professional portfolio. **Students can expect to spend a minimum of 8 hours on homework per week for this course.** |
| **Prerequisites:** | None |
| **Co-requisites:** | None |

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|  | **Description of Content** | **(Check one)** | |
| Required | Optional |
| **Suggested Textbook (s)** | ***“Atlas of World History”*** | X |  |
| **Suggested Resources & Supplies** | Various videos and articles as assigned | X |  |

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|  | **Course Specific Performance Objectives**  **Upon completion of this course, the student will be able to:** | |
| **✓** | 1. Develop an understanding of physical geography: tectonics |
| **✓** | 2. Develop an understanding of physical geography: atmosphere |
| **✓** | 3. Develop an understanding of physical geography: biomes |
| **✓** | 4. Develop an understanding of cultural geography: early humans |
| **✓** | 5. Develop an understanding of cultural geography: stone age humans. |
| **✓** | 6. Develop an understanding of cultural geography: iron age humans. |
| **✓** | 7. Develop an understanding of cultural geography: ancient civilizations. |
| **✓**  **✓**  **✓**  **** | 8. Develop an understanding of cultural geography: religions.  9. Develop an understanding of cultural geography: governance.  10 Develop an understanding of cultural geography: economics. |

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| **Instructional Methods:** | Lectures, audio visual presentations, hands-on activities, classroom discussions and written assignments will assist in the critical analysis of different theories, principles, and processes of life science. |
| **Grading:** | Student performance will be evaluated based upon the following criteria. Attendance alone will not be included as a percentage of the grade, but participation will be included as a grade requirement.  Grade Scale:  A. 90% - 100% Excellent  B. 80% - 89% Above Average  C. 70% - 79% Average  D. 60% - 69% Below Average  F. Below- 60% Failure      Homework – 35%  Attendance / Participation – 60%  Quizzes – 5%  100% |
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| **Library Assignment(s):** | As assigned by the instructor. Written assignments will involve both library research and the use of reference material with proper documentation. Directions for the written assignments will be on file so that tutors or teaching assistants may help students; students requiring additional assistance should speak with the instructor. |
| **attendance:** | The accelerated nature of LAC courses requires the collaborative effort and shared expertise of peers. Prompt arrival at each scheduled in-class session is mandatory, because class session time has been condensed. Absent students do not gain the benefit of class involvement, nor do they contribute to the learning of other students in the class. Consistently late students also disrupt the flow of educational activities.  Prior notification of class absences through email or phone is required. Failure to notify the instructor of an absence may result in a zero on work for the class period.  Attendance at all scheduled class sessions is required of each student. Scheduled class sessions will be noted in the syllabus, and each student is expected to be present, on time, and prepared for each class session. Class attendance records will be maintained by the instructor and reported to the school. In addition, a percentage of the student’s grade will be determined by class participation. Also, because of the limited time available to conduct in-class activities, prompt arrival at each class session is mandatory. If significant, consistent tardiness is observed, instructors will refer the student to the Program Coordinator.  Occasional circumstances may arise that cause students to miss a class session or to arrive late for a class session. Make-up work will normally be required for missed class sessions (see section below on Make-Up Assignments). However, the student’s class participation grade may still be affected.  Those students expecting to miss an entire class due to unavoidable circumstances must arrange for an excused absence prior to the first class session. Students needing to withdraw during a course may do so by arrangement with the Program Coordinator and only during the drop/add period. |
| **LAC Library Usage and research support:** | As assigned by the instructor. The campus library provides print and electronic collections that support the major educational programs and the general education program. |

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| **make-up work:** | Make-Up Assignments  Students are expected to complete all class assignments whether or not they are in attendance. Assignments submitted to the instructor by assigned deadlines (whether in person, via a classmate, via e-mail, via fax, or via other means) will be acceptable even if the student is not in attendance. |

**Homework Assignments:**

Homework assignments for this course are NOT optional. Homework is designed to provide an opportunity for support and practice of the concepts and techniques taught in class. As such, these assignments contribute to the course outcomes and facilitate the completion of learning objectives for the course.

It is the right of the instructor to supplement this list of homework assignments with additional tasks and lessons for each section of this course. Upon his or her discretion, assignments may be added as needed to provide sufficient review, support and preparation for lessons taught to the class.

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| **Topic And Date** | **Class Schedule** | **Homework** |
| **Class 1** | Introduction to Geography | Introduction |
| **Class 2** | How Earth Made Us: Volcano | Topography |
| **Class 3** | How Earth Made Us: Wind | Weather |
| **Class 4** | How Earth Made Us: Water | Water |
| **Class 5** | How Earth Made Us: Oceans | Travel |
| **Class 6** | Human Family Tree | Food |
| **Class 7** | Our Daily Bread | Writing |
| **Class 8** | The Urban Dream | Architecture |
| **Class 9** | Waves of Change | Technology |
| **Class 10** | Hindu/Animism | Materials |
| **Class 11** | Judaism, Christianity, Islam | Ancient |
| **Class 12** | Buddhism | Medieval |
| **Class 13** | Oligarchy | Early Modern |
| **Class 14** | Imperialism: Guns, Germs & Steel | Empires |
| **Class 15** | English Empire | Revolutions |
| **Class 16** | Shooting an Elephant & Gandhi | 20th Century |
| **Class 17** | Bill of Rights, Decl. of Human Rights | 21st Century |
| **Class 18** | Final Project | Final Project |
| **Class 19** | Final Project | Final Project |
| **Class 20** | Field Trip |  |
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**HOMEWORK EXPECTATION**As stated in the syllabus for this course within the course description, this course has an expectation of **8** **hours per week** to be spent on homework outside the classroom.  
  
It is expected that the average student will spend **at least 8 hours** over the one week time period of the assignments. The learning outcomes of these assignments are a result of the assignment steps shown above and instruction rendered from the instructor, either during class or in this document.  
  
These learning outcomes are generally comparable with those resulting from commonly accepted practice in the field. Each of these steps will be graded according to the rubric found above.

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| **revision date:** | **January 5, 2013, Lucy B. Laffitte** |